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ABSTRACT

The Pima County Adult Education project undertook a demonstration project to provide English-as-a-Second Language (ESL) instruction to students with little or few reading skills. The project's objectives were to: enroll at least 20 students; provide 3 hours of literacy instruction weekly for at least 12 weeks in each of 2 sessions; document participants' entry and exit skills on a reading test and writing sample; develop and implement an appropriate curriculum; develop and/or acquire appropriate instructional materials; and disseminate information about program success. While the project did not meet the enrollment objective and retention was not high, the students who came to class regularly demonstrated substantial progress. Students with writing difficulties showed progress in abilities to form, identify, and use the English alphabet. Those students with low reading skills concentrated on word recognition and sight-sound correspondence. The Language Experience Approach was used in reading and writing instruction. Because some students withdrew from the class without notice, formal assessment of exit skill levels was difficult. Based on the experience of this project, it is recommended that reading classes should be held at the same time as regular ESL classes, that a low teacher-student ratio should be maintained, and that classes should be no longer than 1 hour if held before or after regular ESL classes. An annotated ESL literacy bibliography and Language Experience Approach sample assignment are provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED318273

FINAL REPORT

Pima County Adult Education Program's
ESL Literacy Project
1985-86

A Special "310" Demonstration
Project of Title II
of the Adult Education Act
P.L. 91-230

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Submitted by
Pima County Adult Education
Joyce Winchel Namde and Linda Hellman, Project Coordinators
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The ESL (English as a Second Language) Literacy Project was a special 310 demonstration project carried out by Pima County Adult Education (PCAE). In the past, PCAE ESL instructors had identified a special population that needed additional assistance and instruction in order to succeed in the regular ESL classroom. This group consists of students with little or no literacy skills. To address this problem, PCAE was funded to develop curriculum and establish literacy classes. Little work had been previously done in Arizona in the area of literacy solely for the adult ESL student. Enclosed is a packet describing the class materials used, and procedures implemented.

OBJECTIVES

1. To enroll a minimum of 20 individuals in PCAE's ESL Literacy class.

   25 students attended at least one class session of the special literacy course. Of these, 18 were formally enrolled in the class. Seven were forced to discontinue attendance due to class scheduling, lack of transportation or inadequate childcare. The enrolled students attended class for an average of 16 hours each.

2. To provide literacy instruction for a minimum of 12 weeks each session for 2 separate sessions (one in fall and one in spring). Class will be held for a minimum of 3 hours per week.

   Classes were held at two different sites. In the fall and the spring sessions, classes were held at El Rio Adult Learning Center, two afternoons a week. In the spring session only, classes also were held at Eastside Adult Learning Center, 2 evenings a week. The afternoon classes followed the regular ESL classes while the evening classes preceded the regular ESL classes.

3. To document the level of each participant at entry and at exit by administering a reading placement test and obtaining a writing sample.

   Samples of the assessment instruments used and description of the assessment process are included in the enclosed packet on pages 13-15. The instructor has on file the actual assessments completed by each student.

4. To develop and implement an appropriate curriculum for adult ESL non- and low-level readers.

   In the enclosed packet developed by the ESL literacy instructor, the steps followed in the class are delineated (see pages 4-12).

5. To develop and/or acquire materials appropriate for this class.

   A comprehensive annotated bibliography and samples of materials used are included in the enclosed packet (see pages 16-26).

6. To disseminate information about the success of the project through a packet to include a summary of what took place in the class, a sample curriculum, and a bibliography of materials used, to be sent to other adult education programs in the State of Arizona. Results of the achievements of these students will be published in 1 or more professional newsletters.

   A copy of the ESL Literacy packet has been distributed to every adult education program throughout the State of Arizona. The packet includes the rationale for establishing a special ESL literacy class, a class description, step-by-step procedures used in the curriculum, assessment description and instruments, an annotated bibliography and samples of materials used. The literacy instructor has written an article to be published in the AZ-TESOL (Arizona Teachers of English to Speakers of Other Languages) Newsletter and it will also be submitted to the Catalyst (Arizona Adult Education Newsletter) if this newsletter is still in publication in the fall of 1986.

OUTCOME

The students who came to class on a regular basis demonstrated a substantial amount of progress as evidenced in the samples on page 14 in the packet. The class dealt with both the reading and writing aspects of literacy. Those students with writing difficulties showed progress in their abilities to form, identify, and utilize the English alphabet. The students with low reading skills concentrated on word recognition and sight-sound correspondence. A holistic approach was used as these areas do overlap. The open entry-open exit policy of enrollment made it difficult to formally assess a student's skill level at exit because students would cease to attend class without prior notification to the teacher.

RECOMMENDATIONS

Based on our experience with this ESL Literacy Project, we would make the following recommendations to any program considering implementing this type of class.

1. Classes should be held at the same times as the regular ESL classes for these reasons:

   * availability of childcare
   * attention span and physical endurance of students is less taxed if the literacy class is not added on to the regular class
   * minimal conflict with other personal commitments of students such as work, family obligations, etc.

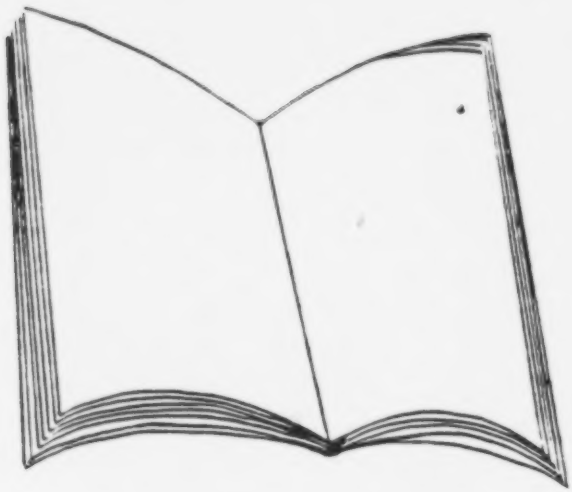
Other options for class times include:

Students could attend literacy class 1 or 2 days a week and attend regular ESL classes on the other days. Another option would be to split the class time for these literacy students so that they would attend literacy class for part of the class time and participate in the regular ESL class for the other part. A third possibility would be to offer a short (2-4 weeks) intensive literacy class prior to having these students enroll in regular ESL classes.

2. This type of class, more than any other, needs a low teacher-student ratio. The individualized one-to-one approach is most successful.

3. We found that when the literacy classes were held before or after the regular ESL classes, an hour and a half of instruction at a time was too much due to student fatigue. If the literacy classes must be held at these times, the classes should be no more than an hour in length each.

ESL Literacy



A Demonstration Project for Adult ESL Students with Low Level Reading Skills

SEP 30 1986

A PROJECT OF
PIMA COUNTY ADULT EDUCATION
TUCSON, ARIZONA

ESL Literacy was produced in part with "310" demonstration project funds of Title III of the Adult Education Act in conjunction with the Adult Education Division of Arizona Department of Education, Carolyn Warner, State Superintendent of Public Instruction.

A Project of
Pima County Adult Education
Tucson Arizona
Greg Hart, Director, PCAE
Joyce Winchel Namde and Linda Hellman,
Project Coordinators
Inga Cristi
Project Instructor

ESL LITERACY

Traditionally, ESL adult education programs serve students from a wide variety of cultural and educational backgrounds in multi-level classes. Because of this, adult non- and low-level readers have never been given the attention necessary to acquire or upgrade their literacy skills. The teacher has not been able to provide individualized instruction for students in classes with a large number of literate students and a policy of open-enrollment. Very few programs have been able to offer literacy classes specifically for non-native speakers of English.

Pima County Adult Education was funded through a special 310 Demonstration Project grant to implement an ESL Literacy Program that would:

1) provide the opportunity for ESL non- and low-level readers to acquire reading skills;

2) provide a special class solely for literacy instruction;

3) investigate, plan, and/or develop techniques and materials designed especially for use with this population;

4) disseminate statewide the information that was gained and samples of materials used.

Through this packet we are providing, we hope to give the reader an insight into the types of students that were served, the curriculum that was developed, the materials that were used, and the successes that were achieved.

If you have any questions regarding anything presented in this packet, please feel free to contact:

Pima County Adult Education
130 W. Congress, Room 540
Tucson, AZ 85701
Phone: (602) 792-8695

CLASS DESCRIPTION

The language backgrounds of the students who participated in the class included Persian, Spanish, Hebrew, Italian, Korean, Laotian, and Vietnamese. Their levels of grammar and their pronunciation in English varied. A few students could not read or write their native language, some could. Others could read their native language but not write it. The years of formal education in the class ranged from two years through high school. The amount of time the students had spent in the United States varied from a few months to over ten years. Our school policy of open enrollment permits students to begin classes at any time during the semester. So this class, like most ESL classes, was truly multi-level.

There is disagreement among reading experts on what "works". Among native speakers, some students thrive on phonics, while others gobble up Look-Say or whole word readers. We know that people learn using a variety of their senses, possibly stressing one over the others. When processing information, we may tend to the right or left hemisphere or be whole brain centered. An eclectic program offers diverse ways to reach and assist the individual student.

The instructor had attended a recent Gattegno workshop and it was felt that the Words In Color material could be adapted for the ESL student. This was used with the first students and late starters as well. Foreign language students are not native speakers, but since successful readers of English are known to use the "rules" of phonics, an exposure seemed reasonable for this and other reasons. Words In Color may be especially helpful to people from other alphabet backgrounds who are learning the physical mechanics of reading English. One student described her language as permitting the vowel-sound symbol to be placed above, below, to the right, or to the left of an associated consonant symbol with no apparent change in meaning. It took her some time to be able to pronounce words with the sounds in proper order as they were tapped on the Fidels, or when viewing the printed word. Actually manipulating the pointer to "spell" the word on the Fidels and underlining with the pointer from left to right while reading words on the wall charts seemed to untwist her tongue. Using colored chalk at the board for writing letters or shapes to create words and going to the Fidels to pick out words with finger or pointer adds a dimension to reading that may be an aid for some students.

The various applications of the Language Experience Approach seem to promote a positive and personally rewarding attitude toward reading. Using this method is a way of working with a student "where he/she is." This refers to both his/her language ability, which should be tapped into in the classroom, and to his/her emotional state which can or may need to be addressed. The naturalness of this material was well accepted by the students.

The Personal Stories text and manual seemed "state of the art" and very desirable. One student had a personal breakthrough in reading with this method, which was very gratifying.

Several class days were specifically set aside for handwriting. A group presentation gave everyone the basics of printing. Words and sentences were given to be copied after they became comfortable with the individual letters. During the week, papers were checked to catch any problems. The following week a session on cursive writing was held. A small group of difficult-to-combine cursive letters were given for practice, as well as several short paragraphs to copy. Papers were brought back at the individual's pace for review.

From materials previously read, students were able to work with a variety of types of exercises, such as:

a. unscramble the words
b. write plurals for the given singular form
c. write the past of verbs given in the present
d. copy words, sentences, or paragraphs
e. cloze exercises
f. find as many words as possible using the letters of a given word
g. recall or scan a story to see if specific words had been included

Two students recalled work from classes in their countries using "vcv" (vowel-consonant-vowel pattern) for syllabication. So they spent some of their class time working with exercises involving phonics pronunciation rules, followed-up by syllabication rules and problems. They learned that they needed to know how to pronounce a word before it could be divided into syllables. All this information might be useful with a completely unknown word, but no guarantees! It was another way of interesting them in words, in reading and playing with words, and increasing vocabulary.

Other phonics worksheets were made available to expose the students to words using different spellings of an English sound beyond the words available on the wall charts.

The irregular attendance and the unique background of each student made this a demanding class. The variety of materials and the possibilities for use by/with individuals or in groups, helped to sustain a satisfying learning environment. Teaching this type of group is a stimulating experience and ideas for use with future classes were generated unexpectedly.

FIRST STEP: Handwriting Instruction

Half-inch guide line ruled paper was used for practice in both manuscript and cursive writing. Observing the paper slant and pencil holding grip of both right-handed and left-handed writers is advisable. It is helpful for an instructor to practice printing and writing the style being taught. Hints one might be able to demonstrate or suggest become more obvious. D'Nealian techniques present the letters of the alphabet in groups related by shape or starting point. Their order was basically followed.

Letters were presented in this order:

1st	2nd	3rd	4th
a	h	i	p
c	k	j	
d	l	m	
g	t	n	
o	b	r	
q	f	u	
s		w	
e		y	
		v	
		x	
		z	

Point out the variation in s and e, t fills a double space, f begins with a curve, and p fills some space below the line.

In Write On, Patricia Byrd suggests difficult lower-case cursive letter combinations which are good follow-up material after a student has practiced the individual letters. These problems are with vowels and certain consonants when attached after b, o, v, and w. Sentence copying, and then short paragraph copying could be introduced next.

SECOND STEP: Words In Color

The students were first introduced to reading through the phonics-based Words In Color program of Dr. Caleb Gattegno. (See the bibliography for complete materials.)

Because the classroom already had the entire "Fidels" (charts with columns containing the sounds and spellings of English represented in color) on the wall, these were visible in their entirety from the beginning class session. However, some of the Fidel material was first presented on the chalkboard using similarly colored chalk, or by tapping a pointer on a chart which contained colored rectangles, each of which represented an English sound.

The short vowel sounds a as in at, i as in it, e as in pet, o as in pot, and u as in up were worked with first. Various exercises were explored with vowels which led the students to realize that the colors represented sounds and that these sounds were written with a specific symbol. (In time, other written symbols using the same color were recognized as being read/pronounced in the manner of the original symbol represented by that color.)

Among the exercises performed were the following:

a. writing the vowel letter after hearing the sound,

b. locating the specific symbol/color among others written on the board after hearing the sound,

c. pronouncing the vowel when it was written,

d. pronouncing diverse groupings and spacings of a single or mixed vowels to create word and sentence-like structures. (ex: a aa aaa, ie ei uiui)

From this activity the student could see that we write English on lines, from left to right, from top to bottom, and leaving spaces between "words." After adding several consonants for use with the vowels, the students practiced pronouncing vowel-consonant, consonant-vowel combinations. Continuing this pattern they worked to merge these sounds orally, and then visually on the blackboard to create an actual written version of the spoken counterpart...English words!
(ex. po,op, pop; pu, up, pup)

Use of the Fidels was begun to show the newly introduced sound/symbol relationships. The first two (out of twenty) Word Charts were placed on the wall and students began reading words (written in colors), then sentences. The first eleven word charts are used to introduce all of the sounds of English. The rest are used particularly to introduce other symbols/spellings for sounds already learned. On the first charts, some of the "symbols" are morphemes which can be used with words to provide grammatical variety, and an expanded vocabulary of words and sentences. Locating words and sentences was practiced. First, sentences read to the class were located. Then they found their own original ones, pointed them out to the class, and wrote them in notebooks.

The word charts were very useful and fun. Even on the spot, numerous games or exercises could be contrived to help the students use and test what they had learned. Players could be restricted to using a specific chart or charts, or permitted to peruse all those to which they had been introduced. "Transformation" games were played on the Fidels and eventually on the worksheets. Types of transformations were changes made by addition, subtraction, insertion, or reversal of sounds/symbols. (Ex. it - sit - sits - sips - sip - sap - sat - at). These were fun, increased vocabulary, and helped students to focus on the possibilities of what an English word can be. After completing some of these on the worksheets, students needed no encouragement to start creating transformations of their own! In later classes, the worksheets continued to provide opportunities for vocabulary building, spelling practice, and scanning for specific words. Not all of the worksheet pages were used. Also, the instructions for some were changed to make them more suitable for adults. Oral dictation was begun with a variety of options. One could use the word charts for spelling aid completely, just when needed, or not at all. New sound/symbol relationships were presented and practiced in the same manner. The books associated with the charts gave opportunities to use vocabulary not on the charts, and to read sentences in a published form.

The students who had more difficulty in hearing the sounds of English and in reproducing them progressed somewhat more slowly than the other students, but they progressed.

More information about Words In Color can be obtained from Educational Solutions Inc., 95 University Place, New York, New York 10003-4555.

THIRD STEP: Introduction of Language Experience Approach Activities

On the first day, discuss a topic meaningful to the student. Many activities used in regular ESL classes to stimulate conversation are suitable. Something the teacher recalls of interest to the student, something specifically/naturally brought up by the student, or even a conversation in progress when the teacher enters the classroom are all possibilities for eliciting language useful for this project.

After a discussion, have the student retell the major points. Take dictation from this point. Strive for a variety of sentence structures and vocabulary. Only four or five sentences are necessary. You may possibly have to ask questions in order to get enough clear or readable material, depending upon the student. What you take down, copy exactly as it is said. Keeping the material in the student's own words is an important part of this learning process. Don't correct the work.

Read the dictation to the student and ask for any changes. Make any requested changes. Read this to/with the student several times.

This ends the first session.

Before the next class, print two copies of the story using double spacing (see page 9). Keep the story as dictated. Make a separate note of errors and problems for yourself. Now, count the number of words in the story and divide them into three or four columns. Write the story vertically in columns continuing to use the exact, original language. Make two copies of this.

At the second class session using the story, give one copy to the student to read silently. If the student has difficulty, read out loud for the student.

After the student completes one silent reading, it should be done again with the student underlining the known words.

Now the student reads the story out loud. Give help when needed. At this time, mark the second copy to note any problem words or other errors.

Have the student read the story from the original list (see page 10), left to right, of course, thus experiencing the same words but in a new order. Note any errors on your second copy.

Stop for the day with this material. Before the next class make two copies of the underlined story. Also, make another word list, but this time use only the underlined known words. Change the word order and intersperse the more difficult among the others. Make two copies.

The third session with this story begins with the student re-reading the story silently. The student should again underline the known words. Thus some words should have two separate lines, and the student has a visual representation of what he knows.

Have the student read the story aloud again. Mark any problems on the second copy.

Give the known words list to the student to read out loud. Keep a record of errors on the second copy. End class work for the day with this material.

Before the next class using this story, create a new column word list. Include the new known words that were marked on the paragraph and change the order. Make two copies.

At the fourth session using this material again, have the student read but only from the newest list, while you mark any errors on the second copy. Allow the student to go back to the original story to locate the missed words. Usually the context provides the clues and the words are recalled readily.

Stop with this story for today.

Before the next session with this material, prepare cards with the known words, only, from the last list.

At this fifth session, give the cards to the student to read and to then file alphabetically in a permanent container.

Before and/or after the class time while working with the LEA stories, the student or other students can be doing various exercises related to the earlier introduced phonics materials: reading one another's stories, teaching each other story-related vocabulary, or ordering strip stories based on their earlier LEA dictated materials. Certainly there are other possibilities which will depend upon the individual group and the teacher.

Depending on the student(s) or the circumstances, a different LEA-type story can be begun around the third or fourth day of one story.

Adaptation of this work will be affected by the oral ability of each student and by his/her writing ability in the native language. As with most ESL classes, these classes too have the atmosphere and needs of a multi-level group.

Words In Color and Personal Stories always use grammatically correct structures. The Language Experience Approach (LEA) provides notes for assisting the student to correct his/her grammar. This was done only when time was available and the material was appropriate to the particular student. All of the students except one were attending other ESL classes which met three or four times a week and which provided regular grammar instruction.

Language Experience Approach to Reading (and Writing) by C.N. Dixon and D. Nessel was my guide to including this process as part of the project. (See the book for in-depth instruction.)

LEA SAMPLE

I have four brothers and four sisters and two younger sisters. Eleven people. A big family. I like the American people. They treat kids better.

(On second silent reading, student will underline known words. When read orally, teacher will mark student's difficulties on his/her copy and compare the two. Known words during the third silent reading will also be marked on his/her copy by the student.)

I. Sample first list (complete story)

I	and	big	They
have	two	family	treat
four	younger	I	kids
brothers	sisters	like	better
and	Eleven	the	
four	people	American	
sisters	A	people	

II. Sample of first list re-ordered with the known words.

have	American
a	and
like	big
kids	
I	

III. Second list, from known words only.

and	
I	a
have	

Known words on cards to be kept by student.

I''.

[and] [have]

[I] [a]

LEA SAMPLE

I have four brothers and four sisters and two younger sisters. Eleven people. A big family. I like the American people. They treat kids better.

(On second silent reading, student will underline known words. When read orally, teacher will mark student's difficulties on his/her copy and compare the two. Known words during the third silent reading will also be marked on his/her copy by the student.)

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have	two	family	treat
four	younger	I	kids
brothers	sisters	like	better
and	Eleven	the	
four	people	American	
sisters	A	people	

II. Sample of first list re-ordered with the known words.

have	American
a	and
like	big
kids	
I	

III. Second list, from known words only.

and	
I	a
have	

Known words on cards to be kept by student.

IV.

[and] [have]

[I] [a]

LSA DICTATION SAMPLE

He yell and I yell, too. I just try to cool. I think his fault. He think my fault. I don't apologize yet, and he don't tell me sorry yet.

FOURTH STEP: Workbook Reading Leading to Reading Comprehension

The text PERSONAL STORIES: A Book For Adults Who Are Beginning To Read, Book 1 was used for this class. (See the bibliography.) Related activities from the Reading Power books by Angelica W. Cass can be adapted for creating original materials. To follow the Personal Stories procedure, pictures or drawings are necessary.

In this text, each lesson has pictures related to the life of the person discussed, or telling his/her own story. Pre-reading activities include asking the student(s) questions about his/her own life which can lead to a connection with the picture and story material. Then the student and teacher view the pictures only. Ask the student about the pictures. Write elicited or necessary vocabulary on the board. Present the "key words" of the story. The Words in Color Fidel Charts can be used to assist the student's pronunciation.

Have the student read the story silently. Ask what has been learned from the reading. Do the story re-read. Now ask specific questions from the story. Let the student(s) scan the story for the answers if necessary. Read the story out loud to the class. Individual students can then read orally. Do another silent reading. Discuss the information gleaned from a cultural or social point of view at the level possible.

Cover the stories and have the student(s) answer the comprehension exercises after you explain the instructions. Tell each student the number of correct answers he/she has. Have the student re-read the statement to locate his/her mistakes. Let the student do the work! Finally, review the correct answers.

Depending on the daily activities, one entire lesson might not be completed. It seems advisable, however, to complete the comprehension exercises on the same day as the lesson is introduced and read.

Explain the word study exercises and allow the student(s) sufficient time to complete these.

In the "AND YOU" section, be certain the student realizes the answers are to be based on his/her own life. Thus, the writing done will also be about the student and, as in the LEA activities, will be natural and continue to be comprehensible.

The materials in the lessons vary. However, they all draw out sophisticated reading strategies at this beginning stage. The student(s) must use inference and context clues as well as find meaning and draw conclusions. Careful attention must even be paid to grapho-phonic clues at word level in order for correct meaning to be caught. It is material that respects the reader.

Assessment

For entrance into our class, all students were required to complete a general information card. They were observed in the process to see if they could read the form and how they responded, what assistance they needed from a third party, and how legible their penmanship was. In class they were requested to write an autobiographical sketch, tailored to their ability. Copies of sample responses are included here. The "QUICK CHECK FOR BASIC SIGHT WORD KNOWLEDGE" was given, or the "Basic Sight Words" list from Locating and Correcting Reading Difficulties by Eldon E. Ekwall. Most students were below the first grade reading level. However, several tested above the third grade, beyond our scale.

All students were asked to inform us if they would be leaving the class before the semester's end so exit testing could be arranged. However, this was not adhered to. Evaluation was made difficult by this and by the different entrance dates of the students. Throughout the class, students were periodically evaluated informally by the teacher to plan future lessons, although no formal assessment was administered.

Name Ashraf Marashi

Address 7017 E. MALVERN PLACE

Phone 722-1361

Birthdate Fabuary 4

Dependent children ?

New student

? Referred by University

Employment status No Job

Ethnic background ?

Sex - Male ___ Female X

Comments:

Date 10/5/85

Zip Code 85710

Social Security

Marital Status Maried

Education Elementery

Continuing

Ashraf Feb 12

My name is Ashraf.

My birth was in TEHRAN I have three brother and four sister.

Now I miss father and mother I miss them very much.

I hope I can see them in summer.

The TEHRAN has good Weather there is four season and many monten, anyway is a nice city.

23

QUICK TEST FOR BASIC SIGHT WORD KNOWLEDGE

1. I	13. hot	25. thing
2. the	14. end	26. any
3. you	15. ride	27. also
4. down	16. saw	28. while
5. here	17. light	29. should
6. he	18. sat	30. upon
7. fly	19. pretty	31. sure
8. help	20. again	32. always
9. this	21. thank	33. than
10. happy	22. only	34. present
11. tree	23. well	35. such
12. his	24. first	36. hurt

Locating and Correcting Reading Difficulties, Third Edition. By Eldon E. Ekwall, 1981, Charles E. Merrill Publishing Co. Columbus, Ohio.

PIMA COUNTY ADULT EDUCATION
ESL LITERACY
BIBLIOGRAPHY

I. REFERENCE

Aukerman, Robert C. 1971. Approaches to Beginning Reading, New York: John Wiley and Sons, Inc.

Approximately one hundred different approaches to beginning reading are presented here. (Dr. Caleb Gattegno's Words in Color is among those discussed.) The approaches are divided into ten different categories. The origin, methods and materials used, and some research findings related to each approach are touched upon by the author.

Bell, J. and Burnaby, B. 1984. A Handbook for ESL Literacy. Toronto: The Ontario Institute for Studies in Education.

Here is a thorough guide to the various components of literacy, and how to teach them. A discussion of, and specific instructions for diverse methods and applicable exercises are included. This is a very practical volume.

Dixon, Carol N. and Nessel D. 1983. Language Experience Approach to Reading (and Writing). Hayward, California: The Alemany Press,

"Stories" dictated by the student are the main source of reading material used. A guide to assess the student's oral English leads to a suggested instructional procedure at an appropriate level. Beyond the dictation process, a variety of oral and reinforcement activities are offered. Adaptations and modifications of the suggested approach are expected and promoted. Very useful.

Gattegno, Caleb. 1985. The Common Sense of Teaching Reading and Writing. New York: Educational Solutions.

The is the up-to-date manual for using Dr. Gattegno's reading program, Words in Color. A thorough guide which should be read conscientiously, best with the actual program materials in hand, though not necessary. This is not only a hands-on guide, but also a continuation of his philosophy of subordinating teaching to learning. (See "Words in Color" in part II.)

Ekwall, Eldon, E. 1981. Locating and Correcting Reading Difficulties, Third Ed. Columbus, Ohio: Charles E. Merrill Publishing Company.

Twenty-eight reading abilities and/or related disabilities are discussed. Locating students' problems and techniques for helping the students are included. There are many games and exercises useful for individual students and groups. The El Paso Phonics Survey is found in the appendix. This tests the student's ability to use context clues, vowel rules and syllabication, knowledge of contraction and some basic sight words.

Ives, Josephine P., Bursuk, L.Z., and Ives, S.A. 1979. Word Identification Techniques. Chicago: Rand McNally College Publishing Company.

An in-depth look at all word-identification techniques is provided here. Example activities for students are preceded by helpful hints for the teacher. These utilize ideas for administering materials which often only occur after presenting the material the first time!

Krashen, Stephen D. 1985. Inquiries and Insights. Hayward, California: Alemany Press.

This is a very readable text. Part one includes several essays on Krashen's Language Acquisition Theory. Part two is devoted to the subject of Immersion and Bilingual Education. "Literacy", part three, makes reference to only a few ESL studies. However, the topics covered on primary language literacy are though provoking. These topics are sustained silent reading (SSR), self-selected reading programs, living in a "print" environment, pleasure reading, and reading out loud to children. The section on writing and phonics is also valuable.

Marsh, Louise, 1979. Rhyme and Reason: A Reference Handbook of Vowel Sounds and Spellings in American English. Hayward, California: The Alemany Press.

Here is a handy book of lists for spelling and pronunciation practice. Rules are included for both. As with other such lists, some words may seem incompatible because of variations in dialect.

Pecci, Mary F., 1985. At Last! A Reading Method for Every Child!. San Mateo, California: Educational Book Distributors.

The author presents her program for teaching reading step-by-step. She states that it contains the best of the phonics and sight (whole word) methods. It is to be used with a basal reader. Although this is aimed at children, the program is suggested for use with adults, also. There is a discussion of the sight and phonics methods, and their variations.

The Kid's Stuff People. 1980. The Yellow Pages for Students and Teachers. Incentive Publications, Inc.

The pages are yellow - and quick resource for ideas for reading and writing. There are rules for writing and grammar, guides for logical and creative thinking, and pages of rhymes, synonyms, idioms, etc. The list of r-controlled words, and words containing long or short vowels, blends, diagraphs and diphthongs are very handy.

Thurber, Donald N. 1984. D'Nealian Manuscript. Novato, California: Academic Therapy Publications.

The origin of the D'Nealian writing system is provided. An excellent discussion on how to teach this system follows. It is helpful for teaching students of all ages.

Wilson, Robert M., Hall, M.A., Gambrell, L.B., Coley, J.D., Campbell, J.J., and Johnson, M.C. 1980. Programmed Reading for Teachers. Columbus, Ohio: Charles E. Merrill Publishing Company.
This title is informative for teachers with no "teaching reading" background. Part I, Word Attack, is particularly useful for instructing the teacher with no formal background in phonics or linguistics. Part II, Reading Vocabulary discusses types of vocabularies, and discussion of how they might be learned and taught. Other sections cover Comprehension and Study Skills.

II. Workbooks, Games, and Other Materials

Abdulaziz, Helen, and Shenkarow, E. 1986. Write It Right. Englewood Cliffs, New Jersey: Prentice-Hall.

This is a handwriting and composition workbook for beginning ESL students. Manuscript and cursive writing are presented side by side in alphabetical order in Unit I. A good left-to-right orientation is included in the exercises, as well as visual discrimination. The composition components are for use with a regular grammar program.

Boyd, John R., and Boyd, M.A. 1982. Before Book One. New York: Regents Publishing Company, Inc.

This is a collection of activities which provides listening opportunities for new-comers to the sounds of English. The topics used provide exposure to the vocabulary of typical Survival English classes. The workbook exercises require non-verbal responses only, to show understanding. The teacher's manual is necessary.

Byrd, Patricia, 1985. Write On. Boston: Heinle and Heinle Publishers, Inc.

This book provides a penmanship program for advanced students. The picture guidelines for reproducing both manuscript and cursive letters are easily followed. Most practice pages offer clear instructions, and sometimes questions, which focus the student clearly on what he/she should be aware of in his/her own work. Very usable with a teacher's assistance for the literacy students.

Cass, Angelica W. 1975. Reading Power. New York: Simon and Schuster, Inc.

Books One through Four are part of the Simon and Schuster Adult Reading Improvement Series. Reading passages are followed by exercises which appear to be based on the psycholinguistic approach to reading. Valuable as is for progressive classes, as well as providing ideas for creating exercises for other reading items. These are geared to the native speaker, but careful selection offers material for ESL students.

Gattegno, Caleb, 1977 (current edition). Words In Color: Reading, Writing, and Spelling--For Those Who Speak English. New York: Educational Solutions.

This is a phonics-based literacy program created for native speakers of English. The vocabulary used is a problem for the average ESL student who does not have advanced oral skills. Used with other materials, it is beneficial to the ESL literacy student. Program materials include a set of 20 "Word Charts"; a set of eight "Fidel Charts" (the phonic code); a "Sound Color Chart" (also the phonic code); a set of progressive associated books; R_0, R_1, R_2, R_3; a reader, Book of Stories, a set of "Mini Charts"; Worksheets 1-7; Worksheets 8-14; and The Common sense of Teaching Reading and Writing.

Gregorich, Barbara, 1985. D'Nealian Home/School Activities. Glenview, Illinois: Scott, Foresman and Company.
A book of exercises for practicing cursive writing. These are creative ideas which need careful selection for the ESL student based on his/her spoken ability. Adaptation is possible.

Herr, Dr. Selma E. 1978. Phonics: Book Five. Los Angeles: Instructional Materials and Equipment Distributors.
One of a series, this phonics workbook presents the rules for pronunciation and syllabication. Sections also cover prefixes, suffixes, Latin and Greek roots. It abounds with practice exercises. As some work is based on previous material is is best used in the order given. However, any area may be presented on its own.

Kay, Peggy, 1984. Games for Reading. New York: Pantheon Books.
The games given are geared to aid the enlargement of sight vocabulary, increase word attack skills, and assist reading comprehension. Not all materials are appropriate for adults, but, with the needs of each learner in mind, there are useful and enjoyable items here. Adaptations are possible.

Koch, Kamla Devi, Mrowicki, L., and Ruttenberg, A. 1985. Personal Stories: A Book For Adults Who are Beginning to Read. Book One. Palatine, Illinois: Livermore Publishing, Inc.
Beginning ESL vocabulary is used in the topics "Family", "Home", and "Weekday Activities". Each lesson includes pre-reading, reading, and comprehension activities. Responding personally to related questions, and copying these responses follow the other exercises. The psycholinguistic theory of reading is the basis for the structure of this book. It is usable for mixed-level classes, non-literate and semi-literate adults. The content is also appropriate for Adult Basic Education reading classes. Look at this Book! The teacher's book is extremely beneficial. (Book Two has recently become available.)

Ransom, Arlene, 1981. Alphabet Series: Activity Workbook. Baltimore: Media Materials, Inc.
The titles Lowercase Letters, Capital Letters, and Capital and Lowercase Letters, provide an assortment of worksheets which aid visual discrimination, particularly for the student from a non-Roman alphabet background or a first-time reader.

Scoggins, Stella Torres 1984. Reversals and Rotations. Chatsworth, California: Opportunities for Learning, Inc.
Exercises are given to aid in recognition of both letters and numbers. These are intended for children but acceptable to adults.

Thurber, Donald N. 1981. D'Nealian Handwriting: Readness Books 1-3. Glenview, Illinois: Scott Foresman and Company.
Colorful illustrations with grade-schoolers in mind present numbers, and both manuscript and cursive writing. Materials are adaptable for individual students or can be used "as is".

Name _____

Skill: Matching capital a
lower case letters

21

BIG AND SMALL

Find a capital letter in each box.
Find its matching lower case letter.
Draw a line between these two letters.

O------o z h	t u U t	l Q s L
Y m Z y	A a D f	H M e m
B V v c	j v F f	S c z C
g o G c	y J j a	D d u q

Sample worksheets from Capital and Lower Case Letters: The Alphabet Series Activity Workbook; by Arlene Ransom, 1984. Baltimore: Media Contact Media Materials, Inc., 2936 Remington Avenue, Baltimore, Maryland

Name _____ Skill: matching capital letters to lower case letters

22

MAKING MATCHES

Draw a line from each capital letter to its matching lower case letter.

p B b	a	d D a	e c
g G a	q e	i I h	j k
j J y	i r	q O e	c o

Sample worksheets from Capital and Lower Case Letters: The Alphabet Series Activity Workbook; by Arelen Ransom, 1984. Baltimore: Media Contact Media Materials, Inc.,2936 Remington Avenue, Baltimore, Maryland 21211

JOE JOHNSON

Hi.

I am Joe Johnson.

I am single.

I am 21 years old.

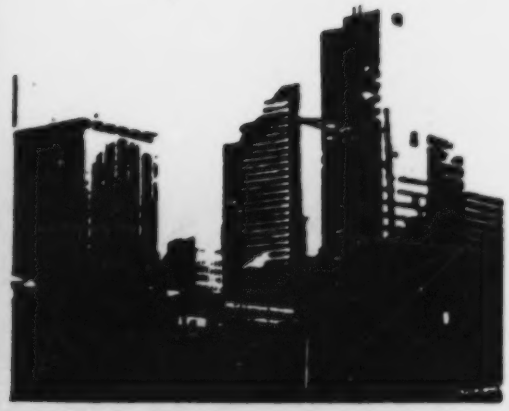
I come from a farm.

My family lives on the farm.

I live in the city.

I moved to the city 5 years ago.

The farm is far from the city.



I work in the city.

I like the city.

I like the people in the city.

Sample lesson from Personal Stories: A Book For Adults Who Are Beginning To Read, Book One. By Kamla Devi Koch, Linda Mrowicki, and Arelen Ruttenberg, 1985, published by Linmore Publishing, Inc., PO Box 1545, Palatine, Il 60078.

Read. Circle Yes or No.

1. This is Joe Jackson. Yes No
2. Joe is single. Yes No
3. Joe is married. Yes No
4. Joe is 20. Yes No

5. Joe lives on a farm. Yes No
6. Joe comes from a farm. Yes No
7. Joe's family lives on a farm. Yes No
8. Joe lives in the city. Yes No
9. Joe moved to the city. Yes No
10. The city is far from the farm. Yes No

11. Joe likes the city. Yes No
12. Joe works in the city. Yes No
13. Joe lives in the city. Yes No
14. Joe likes the people in the city. Yes No

Sample lesson from Personal Stories: A Book For Adults Who Are Beginning To Read, Book One. By Kamla Devi Koch, Linda Mrowicki, and Arlene Ruttenberg, 1985, published by Linmore Publishing, Inc., PO Box 1545, Palatine, Il 60078.

WORD STUDY.

Read the story.

Write the words with F.

f _ _ _

f _ _ _

f _ _ _ _ _

f _ _

Write the missing letters. Copy the words.

ar f _ _ _____

arm f _ _ m _____

om f _ _ m _____

Write the correct words. Copy the sentences.

. Joe comes _____ a farm.

_____

. Joe's family lives on the _____.

_____

The farm is _____ from the city.

_____

Sample lesson from Personal Stories: A Book For Adult Who are Beginning To Read, Book One. By Kamla Devi Koch, Linda Mrowicki, and Arlene Ruttenberg, 1985, published by Linmore Publishing, Inc., PO Box 1545, Palatine, IL 60078

AND YOU?

Read. Circle Yes or No.

1.	I am single.	Yes	No
2.	I am married.	Yes	No
3.	I live in a city.	Yes	No
4.	My family lives in a city.	Yes	No
5.	I live on a farm.	Yes	No
6.	My family lives on a farm.	Yes	No
7.	I work in a city.	Yes	No
8.	I work on a farm.	Yes	No

PERSONAL STORY.

Copy your Yes sentences.

Sample Lesson from Personal Stories: A Book For Aduits who are Beginning To Read, Book One. By Kamla Devi Koch, Linda Mrowicki, and Arlene Ruttenberg, 1985, published by Linmore Publishing, Inc., PO Box 1545, Palatine, IL 60078